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ABSTRACT

Designed to analyze systematically the relative effects of different types of oral reading errors on comprehension, this instrument consists of a basic set (each with an easy and a hard version) of six stories. Every story is transformed so that it contains simulated errors of a particular type: (1) correct, (2) semantically related visually unrelated, (3) semantically unrelated visually related, (4) semantically and visually unrelated, (5) no response, and (6) mixed simulate type. After reading each story, subjects answer six cloze-type questions and two additional questions designed to test inferential comprehension. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title. author, date, age range (primary, upper elementary), purpose, and physical characteristics.) (JL)

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An Assessment of the Effects of Different Error Types on Understanding of Connected Discourse.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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CS 207912

Category: Reading

Title: An Assessment of the Effects of Different Error Types on Understanding of Connected Discourse

Author: Tom Nicholson

Age Range: Primary, upper elementary

Description of the Instrument:

Purpose: To analyse systematically the relative effects of different types of oral reading errors on comprehension.

Date of Construction: 1977

Physical Description: This instrument was considered unique in that it allows for investigating the effects on comprehension of five factors frequently reviewed in the literature: error type (here referred to as "simulate type"), set strength, passage difficulty, error rate, and access to text. The instrument consisted of a basic set (each with an easy and hard version) of six stories. Every story was transformed so that it contained simulated errors of a particular type: correct (CORR), semantically related visually unrelated (SRVU), semantically unrelated visually related (SUVR), semantically and visually unrelated (SUVU), no response (NONE), and the mixed simulate type version (MIX). There was a high rate condition in which 15 of the nouns were replaced by different simulate types, whereas 6 were so replaced in the low rate condition. In each story, set strength was established by repeating all nominals with comprehension probes, in their correct form at least once. The high set strength condition was established by first repeating the target word in its correct form later in the passage, and then using the correct form a second time as part of a title for the story. Thus the reader was given two appropriate cues to the real meaning of the initial simulate. In the low set strength condition, the nominals being tested were only repeated once in the passage in their correct form. After reading each story, the subjects answered six cloze-type questions (with deleted target constituents), and two additional questions designed to test inferential Comprehension. Examples are given below of an original story, easy in difficulty, in high set strength condition, and semantically related visually unrelated (SRVU) and semantically unrelated visually related (SUVR) versions.

The newspaper, the home, and the money

One day Russell and his friend Timothy were playing after school. Finally they decided to go home. They walked along the edge of a high wall. Then they jumped over a fence. Then they started walking backwards. Because he couldn't see where he was going, Russell bumped into Mr. Zinder's newsstand. He knocked his money box off the counter. The money rolled all over the road. Mr. Zinder started yelling. He was waving a newspaper wildly in the air. The boys ran off, jumped a nearby fence, and went home. Now both boys avoid buying a newspaper from Mr. Zinder's newsstand.

The newspaper, the home and the money

One time, Russell and his playmate Timothy, were playing after class. Finally they decided to go cabin. They walked along the side of a high ledge. Then they jumped over a barrier. Then they started walking backwards. Because he couldn't see where he was going, Russell bumped into Mr. Zinder's table. He knocked his money case off the table. The coins rolled all over the street. Mr. Zinder started yelling. He was waving a magazine wildly in the sky. The students ran off, jumped a nearby fence, and went home. Now both boys avoid having to buy a newspaper from Mr. Zinder's newsstand.

The newspaper, the home and the money

One dam, Russell and his frog Timothy were playing after port. Finally they decided to go horse. They walked along the egg of a high wave. Then they jumped over a face. Then they started walking backwards. Because he couldn't see where he was going, Russell bumped into Mr. Zinder's nonsense. He knocked his money boot off the cradle. The mountains rolled all over the rope. Mr. Zinder started yelling. He was waving a neighbour wildly in the ant. The books ran off, jumped a nearby fence and went home. Now both boys avoid having to buy a newspaper from Mr. Zinder's newsstand.

Validity, Reliability, and Normative Data:

In order to assess the influence of various factors on comprehension it was decided to experimentally simulate these factors in reading but in a way which is amenable to rigorous statistical analysis. In this design, a number of stories were transformed so as to simulate the reading environment in which the unskilled reader finds him/herself when answering comprehension questions. The transformed stories were then given to proficient readers who tried to read and

and understand the anomalous material. In a sense, the proficient readers were required to complete certain comprehension tasks in an environment similar to that faced by beginning readers.

Certain steps guided the selection of the stories. Each story had to be 100 words in length, with only fifteen nominals for each story. Only narrative type stories, involving a chain of causal events leading to some kind of resolution, were included. Each story was classified as either easy or hard. Then each story went through each rate of simulate substitution: the high rate version (15) and the low rate (6). Then the story was transformed to correspond to each of the simulate types. The classification scheme devised for generating the artificial error types (simulates) was based on the interaction of two factors assumed to be independent: visual features, and semantic characteristics of words. The interaction can be represented by a 2x2 table, where words can be classified according to their degree of visual and semantic relatedness to the target word.

		Semantic Relation: Related	Semantic Relation: Unrelated
Visual Relation: Related		house	horse
Visual Relation: Unrelated		cottage	apple

Three general constraints and six specific constraints were specified for the selection of each simulate type (Nicholoson, 60-62). In addition, four constraints were specified (p. 66) for formulating response choices for the inferential questions. Finally, ten levels of semantic appropriateness were defined for classifying responses to the cloze items (81-84), and a five level scale was devised for scoring responses to inference questions (85).

It was assumed that since the categories were highly specific and strictly defined, reliability of classification of responses would be high. In order to strengthen the reliability of the classification system, the analyses were carried out on two levels from more broadly based to specific measures.

Related Documents:

Nicholson, Tom. The relative effects of different error types on understanding of connected discourse. Unpublished doctoral dissertation. The University of Minnesota, 1977.

APPENDIX A

Stories and Transformations

A Guide to the Stories and Their Transformations

The following summary pages include the original versions of all twelve stories, the simulate types used to replace the underlined nominals, and the comprehension probes used to test understanding. The summary data for the story transformations are provided instead of all 144 transformed stories in order to provide the reader with a concise overview of what was done, as well as sufficient data to completely replicate the story transformations if necessary.

When reading each summary page, the following should be kept in mind:

1. The (*) asterisk indicates those simulate types used in the low rate (six per cent) of simulate substitution version. The asterisk not only refers to the CORR simulate type, but all those simulate types used to replace that particular nominal.

2. The underlined nominals in the original story are all used in the fifteen per cent rate of simulate substitution condition. In the six per cent condition only the underlined nominals which are also asterisked are used.

The procedures for generating all levels of all factors are explained in Chapter 3 (Procedures in the Development of Materials).

Original Story With Target Nominals Underlined

The bed, the suit and the pajamas

One night I was in bed. I heard someone come in my room. That someone said: "Do you want to be a real astronaut? Well, hop out of bed, and go out the back door." So I went, with just my pajamas on. Then some words were said, and I whizzed upwards for a long time. At last I saw the man in the moon. He said: "That's a nice suit you have." "Pajamas are not a suit", I said. I asked him how I could get back to earth. Soon, a rocket landed. The astronaut in the rocket said he would take me to my home.

Matrix of Simulate Types to Replace Target Nominals

CORR	SRVU	SUVR	SUVU	NONE	MIX
night	evening	note	beans	____	beans
*bed	couch	beef	ladder	____	ladder
*someone	person	sorrow	lantern	____	____
room	place	roof	snail	____	roof
*astronaut	spaceman	assembly	whisky	____	assembly
door	gate	dirt	frost	____	gate
*pajamas	night-shirt	pancakes	charcoal	____	____
words	symbols	warts	string	____	____
time	period	tide	creek	____	period
man	person	mat	bag	____	bag
moon	satellite	mouth	barn	____	mouth
*suit	garment	straw	log	____	log
earth	land	eagle	straw	____	eagle
*rocket	capsule	ribbon	bear	____	capsule
home	cottage	hen	mail	____	cottage

Comprehension Probes

Explicitly Dependent

1. Soon a _____ landed.
2. I was in _____.
3. That's a nice _____ you have.
4. So I went, with just my _____ on.
5. I heard _____.
6. Do you want to be a real _____?

Inferential

7. Why did he go out the back door?
   A. He wanted to be an astronaut
   B. He wanted to work in the garden
   C. He could not sleep
   D. He was looking for his pajamas

8. Why was he wearing his pajamas?

_____

Original Story With Target Nominals Underlined

The newspaper, the home, and the money

One day, Russell and his friend Timothy were playing after school. Finally they decided to go home. They walked along the edge of a high wall. Then they jumped over a fence. Then they started walking backwards. Because he couldn't see where he was going, Russell bumped into Mr. Zinder's newstand. He knocked his money box off the counter. The money rolled all over the road. Mr. Zinder started yelling. He was waving a newspaper wildly in the air. The boys ran off, jumped a nearby fence and went home. Now both boys avoid having to buy a newspaper from Mr. Zinder's newstand.

Matrix of Simulate Types to Replace Target Nominals

CORR	SRVU	SUVR	SUVU	BONE	MIX
day	time	dam	shop	____	dam
friend	playmate	frog	lamp	____	____
school	class	scratch	berry	____	class
*home	cabin	horse	brush	____	____
edge	side	egg	gate	____	ride
wall	ledge	wave	dwarf	____	dwarf
*fence	barrier	face	shot	____	____
*newstand	table	nonsense	flowers	____	flowers
box	case	boot	cart	____	case
counter	table	cradle	pear	____	pear
*money	coins	mountains	apple	____	mountains
road	strut	rope	pig	____	____
*newspaper	magazine	neighbor	broom	____	broom
air	sky	ant	pencil	____	ant
*boys	students	books	rice	____	students

Comprehension Probes

Explicitly Dependent

1. Finally they decided to go _____.
2. The _____ rolled all over.
3. Then they jumped over a _____.
4. He was waving a _____ wildly.
5. Russell bumped into Mr. Zinder's _____.
6. The _____ ran off.

Inferential

7. Why did Mr. Zinder start yelling?
   A. He was bitten by an insect.
   B. He was angry at the boys.
   C. His money had been stolen.
   D. Someone tried to jump on him.

8. Why was money rolling all over the road?

_____

Original Story With Target Nominals Underlined

The pots, the boxes, and the garden

Henry lived on the first floor of an apartment house. In front was a big garden. Henry had planted tulip bulbs in the garden. But some were left, so he put them in a basket. He looked up at his building. There were many window boxes on the second floor. He carried the basket upstairs. He knocked on Mrs. Black's door: "Would you like some bulbs?" She had no window boxes, but said: "I'll put them in pots on the window sill." She even used a teapot. With lots of water and sun, they grew in the pots. First green leaves and then red tulips.

Matrix of Simulate Types to Replace Target Nominals

CCRR	SRVU	SUTR	SUTU	NONE	MIX
*floor	level	flour	meal	____	meal
house	cabin	horse	wreck	____	wreck
*garden	orchard	goldfish	devil	____	____
*bulbs	seeds	birds	mice	____	mice
*basket	cradle	bedroom	custard	____	bedroom
building	house	bullet	water	____	bullet
*boxes	crates	bones	churches	____	crates
door	gate	doll	bill	____	gate
*pots	bowls	pits	gowns	____	gowns
sill	ledge	slit	beard	____	ledge
teapot	kettle	tomato	money	____	____
water	drops	whistle	cattle	____	____
sun	heat	soap	deck	____	____
leaves	petals	lakes	webs	____	____
tulips	flowers	tunnels	swings	____	tunnels

Comprehension Probes

Explicitly Dependent

1. Henry lived on the first _____.
2. He put them in a _____.
3. Henry had planted tulip _____.
4. There were many window _____.
5. In front was a big _____.
6. She said: "I'll put them in _____.

Inferential

7. Why did Henry knock on Mrs. Black's door?
   A. To give her some tulip bulbs.
   B. He wanted her teapot.
   C. He thought she had stolen his tulips.
   D. He had been invited to dinner.

8. What helped the tulips to grow?

_____

Original Story With Target Nominals Underlined

The bully, the cap, and the mistake

Mike was a bully. He liked to pick on smaller boys. Often Mike would wait for Ron after school and twist his arm or run off with his books. Finally, Ron decided to fight back. His reward was a bloody nose, two black eyes, and broken glasses. One day the bully tried to grab Ron's cap. That was his big mistake. Ron made a quick move with his foot and Mike found himself with no cap, lying flat on his back. Mike's mistake was that he did not know Ron had been learning judo. Mike's reward was a sore back.

Matrix of Simulate Types to Replace Target Nominals

CORR	SRVU	SUVR	SUVU	NONE	MIX
*bully	fighter	button	damage	____	fighter
boys	males	bowls	hands	____	males
*school	class	scarf	fairy	____	fairy
arm	wrist	axe	wave	____	wave
books	texts	boots	roads	____	roads
*reward	prize	ribbon	organ	____	prize
nose	face	noise	glove	____	noise
eyes	cheeks	eggs	mugs	____	mugs
glasses	lenses	grass	onions	____	grass
day	time	dash	hill	____	____
*cap	hat	cat	mop	____	hat
*mistake	error	mirror	dinner	____	mirror
*move	turn	mouse	gum	____	mouse
foot	shoes	fork	mail	____	fork
back	rear	bat	ditch	____	____

Comprehension Probes

Explicitly Dependent

1. His _____ for fighting.
2. That was his big _____
3. And Mike found himself lying on his _____
4. Mike was a_____
5. One day he tried to grab Ron's _____
6. Ron made a quick _____

Inferential

7. Why did Mike end up on his back?
   A. He slipped
   B. He was tripped by a judo move.
   C. Ron knocked him down.
   D. He grabbed Ron's cap by mistake.

8. How did Ron get two black eyes?

   _____

Original Story With Target Nominals Underlined

The dragon, the castle and the friends

Once there was a king. He lived in an old castle. There was no carpet. The walls were made of stone. It was cold. Sometimes he would wear a blanket. Outside there lived a dragon. Every night he sat in his cave on the hill and roared. The king could not get any sleep. Finally the knights were sent out. But he frightened them all away from the cave, except one. The dragon started crying: "I have no friends." The knight said: "I'll be your friend." Now he lives in the castle. The fire comes out of his nose and keeps everyone warm.

Matrix of Simulate Types to Replace Target Nominals

CORR	SKVU	SUVR	SUVU	NONE	MIX
*king	ruler	kite	spike	____	____
*castle	tower	carrot	peach	____	carrot
carpet	rug	cottage	pony	____	____
walls	fences	wells	desks	____	wells
stone	rock	straw	toy	____	toy
blanket	shawl	brick	needle	____	____
*dragon	monster	doorbell	poster	____	____
night	evening	nail	card	____	evening
*cave	hole	case	mug	____	case
hill	mountain	hen	wool	____	wool
sleep	rest	steps	rope	____	rest
*knights	soldiers	knives	socks	____	socks
*friends	neighbors	frogs	stoves	____	neighbors
fire	heat	file	net	____	____
nose	face	nest	feet	____	face

Comprehension Probes

Explicitly Dependent

1. He sat in his _____.
2. Once there was a _____.
3. He lived in a big, old _____.
4. Finally, the _____were sent out.
5. Outside there lived a _____.
6. He was crying: "I have no _____".

Inferential

7. Why was the dragon allowed to live in the castle?
   A. So the knights could live in the cave.
   B. To keep the castle warm.
   C. The king wanted a friend.
   D. They were frightened of him.

8. What did the king want the knights to do about the dragon?

_____

Original Story With Target Nominals Deleted

The fire, the night, and the ghost

Once there was a farmer. He had lots of fine animals on his farm. But there was a ghost in the house. It would often walk around in the night and take the sheets off everyone. Sometimes it knocked on the door. When the sleepy farmer got up, no one was there. Sometimes it rolled a bottle down the stairs. It made a great noise. One night the ghost rattled all the pots and scared the animals. It also liked to blow the smoke back down the chimney. Then no one could light a fire. The smoke would go everywhere. The fire would go out.

Matrix of Simulate Types to Replace Target Nominals

CORR	SKVU	SUVR	SUVU	NONE	MIX
*farmer	grower	factory	ship	____	grower
*animals	livestock	ankles	ladders	____	ankles
farm	land	frame	knife	____	land
*ghost	demon	glove	rope	____	rope
house	cabin	hose	river	____	hose
*night	evening	nest	fig	____	nest
sheets	cloth	shells	lights	____	shells
door	gate	doll	spot	____	gate
bottle	glass	ball	dust	____	____
stairs	steps	stones	collar	____	steps
noise	sound	nose	paint	____	nose
pots	bowls	pets	faces	____	faces
*smoke	fumes	snail	guns	____	____
chimney	pipe	chicken	forest	____	forest
*fire	blaze	fish	pie	____	____

Comprehension Probes

Explicitly Dependent

1. But there was a _____ in the house.
2. It also liked to blow the _____ back down.
3. It would often walk around in the _____.
4. Then no one could light a _____.
5. He had lots of fine _____.
6. Once there was a _____.

Inferential

7. Why did the farmer get up?
   A. He heard the ghost.
   B. He could not sleep.
   C. He wanted to lock the door.
   D. He wanted to go down the stairs.

8. Why did the ghost roll the bottle down the stairs?

_____

Original Story With Target Nominals Underlined

The lever, the planet and the spaceship

The spaceship was about to land on the planet, so the two boys pushed the supply cases toward the escape door. Suddenly the spaceship gave a burst of power. Skip was knocked against the release lever. As Skip fell away from the lever, Glen grabbed Skip's spacesuit, but they were all thrown into space. Glen saw a huge rock hanging in the great emptiness. It was Phobos, one of the planet's moons. "We must reach Phobos while our spacesuits are intact. The case is covered with rubber so it will not shatter. The rubber will cushion our fall."

Matrix of Simulate Type to Replace Target Nominals

CORR	SKVU	SUVR	SUVU	NONE	MIX
*spaceship	cylinder	spaghetti	refrigerator	____	____
*planet	star	plant	meeting	____	plant
boys	youths	bones	fires	____	____
*cases	boxes	castles	switches	____	castles
door	gate	doll	swan	____	swan
burst	shot	bunny	money	____	____
power	strength	powder	fish	____	strength
*lever	control	leader	moment	____	leader
*spacesuit	cloth	sparrow	canal	____	canal
space	air	spot	news	____	air
rock	stone	rice	crumb	____	crumb
emptiness	hollow	embarrassment	sandals	____	hollow
moons	satellites	mines	streams	____	____
*rubber	sponge	river	country	____	sponge
fall	drop	flea	lace	____	drop

Comprehension Probes

Explicitly Dependent

1. It is covered with _____.
2. Glen grabbed Skip's _____.
3. Skip was knocked against the release _____.
4. They pushed the supply _____.
5. The _____ was about to land.
6. They were about to land on the _____.

Inferential

7. How did Glen end up in space?
   A. It was a job he always wanted.
   B. He was looking for a huge rock.
   C. He had tried to save Skip.
   D. Skip tried to kill Glen by pulling the release lever.

8. Why was the case covered with rubber?

_____

Original Story With Target Nominals Underlined

The giant, the cave and the sticks

Jack was a poor farmer. He only possessed a few animals on his land. But there was a horrible giant. He lived in an enormous cave up in the hills and when he wanted a meal he would steal the animals. Finally, Jack took a spade with him and dug a deep pit outside the cave. He covered it with sticks, and then he made a loud noise. Soon, the giant ran out, stepped on the sticks, and fell with a tremendous crash. Jack killed him with an axe and now Jack is a hero to all the villagers because he only used a spade and an axe.

Matrix of Simulate Types to Replace Target Nominals

CORR	SRVU	SUVR	SUVU	NONE	MIX
farmer	grower	fairy	rifle	___	___
*animals	livestock	apples	matches	___	matches
land	ground	lake	pants	___	ground
*giant	monster	grass	battery	___	grass
*cave	hole	cat	fist	___	fist
hills	mounds	homes	trays	___	mounds
meal	feast	milk	bridge	___	feast
spade	shovel	shape	nose	___	shovel
pit	ditch	pig	sail	___	sail
*sticks	twigs	stitch	pots	___	stitch
noise	sound	nose	crab	___	___
*crash	thud	cream	drug	___	drug
*axe	blade	ass	skate	___	___
hero	star	hero	spider	___	star
villagers	crowd	vases	batter	___	vases

Comprehension Probes

Explicitly Dependent

1. Jack killed him with an _____.
2. He covered it with _____.
3. There was a horrible _____.
4. Jack took a _____ with him.
5. He lived in an enormous _____.
6. He only possessed a few _____.

Inferential

7. Why did Jack dig a pit?
   A. To find water.
   B. To try out his new spade.
   C. To form a trap.
   D. To look for sticks.

8. Why did Jack kill the giant?

   _____

Original Story with Target Nominals Underlined

The docks, the boat and the harbor

Michael grew up in a crowded city in America. His family lived in a small house in a narrow street. All around were huge factories with smoking chimneys. It was very noisy because of the big trucks that drove past. When they decided to leave the city and its factories, Michael was only ten years old. Michael enjoyed travelling by boat and was disappointed when they sailed into the harbor. The harbor was surrounded by steep hills. When they landed at the docks, Michael saw many office buildings and warehouses. There were also many trucks on the docks to unload the cargo from the boats.

Matrix of Simulate Types to Replace Target Nominals

CORR	SRVU	SUVR	SUVU	NONE	MIX
*city	town	cherry	kettle	____	kettle
family	relatives	farmer	canary	____	____
house	cabin	horse	train	____	cabin
street	road	string	thief	____	thief
*factories	workshops	fairies	bottles	____	fairies
chimneys	funnels	cheeses	swings	____	swings
*trucks	wagons	tricks	walls	____	tricks
years	ages	yards	saddles	____	saddles
*boat	raft	boot	dress	____	boot
*harbor	bay	hammer	curtain	____	bay
hills	mounds	halls	rings	____	halls
*docks	piers	dogs	whales	____	____
buildings	cabins	buttons	honey	____	____
warehouses	storage	watches	raisins	____	storage
cargo	luggage	carrots	rocks	____	carrots

Comprehension Probes

Explicitly Dependent

1. Michael grew up in a crowded _____
2. Michael enjoyed travelling by _____
3. It was very noisy because of the big _____
4. They sailed into the _____
5. All around were huge _____
6. When they landed at the _____

Inferential

7. Why did they leave the city?
   A. To have fun.
   B. Because of the factories and noise.
   C. It was Michael's birthday.
   D. To go sailing.

8. Why did the family hate the smoking chimneys in the city?

   _____

Original Story With Target Nominals Underlined

The night, the roof and the spot

It was a hot night in the city and Malvin's bedroom was like a hot oven, so he said: "I'm not getting any sleep, so I'll find a nice cool spot." First, Malvin tried sitting near the window sill but no breeze came that way. Next, he tried the roof, but the roof was worse than the window, because it still held the heat of the sun. Finally, Malvin went down to sit on the front steps, where the heat was less intense, although the spot was crowded because all the tenants were outside. Every tenant seemed to have the same idea that night.

Matrix of Simulate Types to Replace Target Nominals

CORR	SKVU	SUVR	SUVU	NONE	MIX
*night	evening	nest	pan	____	____
city	town	coat	straw	____	town
bedroom	apartment	beehive	hose	____	hose
oven	stove	orange	twig	____	stove
sleep	rest	slipper	heel	____	heel
*spot	space	spider	comb	____	spider
*sill	edge	soap	mint	____	edge
breeze	wind	brick	moon	____	____
way	direction	wax	smell	____	direction
*roof	ceiling	rope	spade	____	spade
*heat	warmth	hay	gallon	____	hay
sun	rays	star	tent	____	____
steps	stairs	strings	lion	____	strings
*tenants	residents	termites	parrots	____	____
idea	thought	iron	tack	____	thought

Comprehension Probes

Explicitly Dependent

1. First, Malvin tried sitting near the _____
2. It still held the _____
3. It was a hot _____
4. All the _____were outside
5. Next, he tried the _____
6. I'll find a nice, cool _____

Inferential

7. Why were the steps so crowded?
   A. The show was about to start.
   B. It was cool outside.
   C. The tenants were trying to get in.
   D. There was a fire inside.

8. Why did Malvin's bedroom feel like an oven?

   _____

Original Story With Target Nominals Underlined

The planet, the look and the voice

Once, while walking through a corn field, I saw a weird object. It caught my eye because it was sparkling in the sunlight. I moved closer to get a look. The huge object was a spaceship. Suddenly, a door began to open, and a ladder was lowered to the ground. Then this strange creature climbed down the ladder. I got a good look at the spacesuit, it was wearing. Then I heard a strange voice: "I am from another planet. I have run out of fuel. I need fuel to return to my planet. There will be a reward for you." Then the voice stopped.

Matrix of Simulate Types to Replace Target Nominals

CORR	SEVU	SUVR	SUVU	NONE	MIX
field	park	fish	goose	____	park
*object	shape	orange	chest	____	chest
eye	view	egg	lump	____	egg
sunlight	rays	saddle	touch	____	____
*look	glimpse	valley	stage	____	glimpse
spaceship	rocket	spade	plant	____	plant
door	gate	doll	turkey	____	gate
*ladder	step	lettuce	knife	____	knife
ground	dirt	grin	cotton	____	cotton
creature	thing	cucumber	blanket	____	thing
spacesuit	garment	spider	design	____	spider
*voice	sound	violet	card	____	____
*planet	star	plant	vessels	____	vessels
*fuel	gas	felt	animals	____	felt
reward	prize	river	city	____	prize

Comprehension Probes

Explicitly Dependent

1. "I am from another _____".
2. I saw a weird _____
3. I moved closer to get a _____
4. "I have run out of _____
5. A _____was lowered.
6. Then I heard a strange _____

Inferential

7. Who spoke to Julie?
   A. A policeman
   B. A stranger
   C. A ladder
   D. A creature

8. How was he able to travel from another planet?

_____

Original Story With Target Nominals Underlined

The fire, the ranger, and the leaves

The forest ranger stopped. He saw the smoke rising above the trees. It was a surface fire. It was burning the leaves on the floor of the forest. Quickly the ranger used his extinguisher. But the leaves were very dry. Soon he was surrounded by a wall of fire, so he sprayed chemicals in a wide circle. Then he scraped a hole in the dirt with a shovel. Then he buried himself in the hole, making sure he could breathe. Later, he climbed out without even a scorched eyebrow. He realised the chemicals had worked, and he touched his eyebrows happily.

Matrix of Simulate Types to Replace Target Nominals

CORR	SRVU	SUVR	SUVU	NONE	MIX
*ranger	traveller	reindeer	frog	____	reindeer
smoke	fumes	smell	wood	____	smell
trees	logs	traps	rubber	____	traps
*fire	blaze	fish	insect	____	blaze
*leaves	petals	leaks	months	____	months
floor	bottom	flour	pies	____	bottom
forest	woods	frame	noses	____	frame
extinguisher	spray	exhaust	loads	____	loads
wall	fence	wave	fingers	____	fingers
*chemicals	poisons	cherries	railroads	____	poisons
circle	ring	circus	lakes	____	lakes
*hole	ditch	hill	storm	____	____
dirt	soil	door	horse	____	____
shovel	rake	shell	lion	____	____
*eyebrow	face	elbow	garden	____	garden

Comprehension Probes

Explicitly Dependent

1. The forest _____ stopped.
2. He climbed out without even a scorched _____.
3. Then he scraped a _____.
4. It was a surface _____.
5. It was burning the _____.
6. So he sprayed _____.

Inferential

7. Why did the fire spread so fast?
   A. There was a strong wind.
   B. The chemicals helped the fire.
   C. The leaves were very dry.
   D. The extinguisher was broken.

8. Why did the forest ranger carry an extinguisher?

_____